

Unit Overview	
Language	Spanish
Theme: Topic	Contemporary Life: Travel Plans
Essential Question	How do my preferences and my culture impact my travel choices?
Program Type (FLEX, FLES, High School)	High School
Grade Level	9 th through 12 th
Where the unit comes in the academic year (beginning, middle, end)	Second Quarter
Length of Unit	5 Weeks
Targeted Range of Performance	Novice Mid
Amount of Students' Prior Language Learning	200 minutes of Spanish instruction per week
Key Prior Learning	Asking and answering simple questions; adjectives; sequencing words; future tense; daily activities
Unit Goals	
Learners will be able to: <ul style="list-style-type: none"> Identify items necessary to take a trip to different destinations based on weather and activities Describe a destination and travel plans including the place they will stay, the things they will do, who they will go with, etc. Ask/answer questions about their travel preferences List the advantages and disadvantages of different travel options Create a list of important questions and phrases for traveling 	
Summative Performance Tasks	
Interpretive	
<ul style="list-style-type: none"> Read infographics and travel sites in order to determine what activities are available at different places in the Spanish-speaking world. Use different Internet travel sites in Spanish in order to determine which places have the activities and tourist attractions to meet your goals for your trip. Watch a travel video about a place in the Spanish-speaking world and note the activities, sites and geographic features of the place in the video. 	
Presentational	Interpersonal
You are working as a travel agent in a Spanish-speaking country. Your client has selected his/her destination and you have gathered important details about his/her preferences. You must create an itinerary for your client with the goal being that they will opt to purchase it.	Share with others different options for travel to a Spanish-speaking country. Compare what there is to do, what sites to see and the cost of the trip.
Can Do Statements	
Interpretive	<ul style="list-style-type: none"> (R) I can understand simple information when presented with pictures and graphs about items necessary to take a trip to different destinations. (L) I can understand the main idea about a travel video. (R) I can understand some activities, tourist sites and geographic features of different places when I access websites and brochures about the places.

Presentational	<ul style="list-style-type: none"> • (W) I can create an itinerary for a Spanish-speaking country. • (S) I can explain an itinerary to a Spanish-speaking country. 	
Interpersonal	<ul style="list-style-type: none"> • I can answer simple questions about the options on a travel itinerary. • I can ask questions about the options listed on my itinerary. • I can talk about myself and my travel preferences. 	
Supporting Functions	Supporting Structures/Patterns	Priority Vocabulary
<ul style="list-style-type: none"> • List items to pack in a suitcase • Describe tourist activities • Make suggestions for things to do and see in different places in the Spanish-speaking world • Ask/answer questions about travel destinations • Sequence a series of activities 	<ul style="list-style-type: none"> • Ir + a + action/place • Estar + participle • Asking questions in the yo form • Sequencing words 	Things to pack for a trip Activities to do while traveling Tourist attractions (castle, museum, church, monument, garden) Useful phrases for tourists in Spanish-speaking countries
Key Learning Activities/Formative Assessments		
Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication
Locate Spanish-speaking countries on a map of the world; estimate travel time to get to various countries	Background information on planning a trip	Presentational
Brainstorm reasons to travel to a Spanish-speaking country	Respond to "Why travel?"	Interpersonal
Research different cities to visit in the Spanish-speaking world	Considerations for travel destination	Interpretive
Make an itinerary of what you would do if you had two weeks to spend in a Spanish-speaking country	Planning a trip	Presentational
Discuss what you would need to pack to travel for 2 weeks to another country	Planning a trip	Interpersonal
Find the cost of airline tickets to different destinations	Planning a trip	Interpretive